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ABSTRACT

This document contains 16 units to consider for use in a tech prep competency profile for the occupation of plastics technician. All the units listed will not necessarily apply to every situation or tech prep consortium, nor will all the competencies within each unit be appropriate. Several units appear within each specific occupation and would need to only appear once if the user is compiling a cluster of occupations. The first three units are divided into subunits. These units (communications literacy, mathematics literacy, and science literacy) list the competencies for each subunit. The remaining units are divided into competencies, followed by a listing of competency builders. These units are as follows: technology literacy, employability skills, professionalism, teamwork, quality assurance, technical recording and reporting, computer literacy, workplace safety, hydraulics and pneumatics, basic moldmaking, polymer technology, polymeric testing, and polymer extrusion and molding. (YLB)

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ED 378 333

TECH PREP

"GET SERIOUS . . . ABOUT SUCCESS"

CE067505

Plastics Technician

Units to Consider:	Page
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—NOTICE—

Each Tech-Prep Competency Profile developed should respond to the labor market demands of your Tech Prep Consortium. Therefore, the following pages should be examined carefully before being selected for use in TCP Part I. **[See "The TCP Process" for more information.]** For example, in some cases the number of units far exceeds the amount of content that can be covered within a 4 + 2 TPAD Program. All the units listed in this section will not necessarily apply to your situation, nor will all the competencies within each unit be appropriate. Note that several units appear within each specific occupation and would need to only appear once if you are compiling a cluster of occupations. **[See "TCP Matrix" and "How to Use the TCP Binder" for more information.]**

Unit: Communications Literacy

NOTE: This content was extracted from the 9-12 cluster of Ohio's Model Language Arts Program. Due to statewide initiatives other than Tech Prep, this literacy unit was not altered to meet competency-based criteria. Each literacy unit forms a critical link between academic teachers and members of business, industry, and labor. [See "The TCP Process" for more information.]

Subunit: Reading—Structure
Competencies:

RS1	Exhibit knowledge of language structure
RS2	Recognize that there may be more than one interpretation of reading selections
RS3	Recognize various literary devices
RS4	Recognize and discuss literary elements
RS5	Develop and use an increasingly sophisticated vocabulary gained through context
RS6	Apply knowledge of language structure to reading
RS7	Explain why there may be more than one interpretation of reading selections
RS8	Recognize effect of literacy devices on meaning
RS9	Analyze author's use of literary elements
RS10	Recognize relationship of structure to meaning
RS11	Describe various interpretations and meaning levels in reading selections
RS12	Characterize author's use of literary devices
RS13	Characterize use of literary techniques
RS14	Critique a variety of literature with regard to plot, dialogue, theme, setting, and characterization
RS15	Apply an expanding vocabulary gained through reading
RS16	Explain various interpretations and meaning levels in reading selections
RS17	Analyze use of literary techniques (e.g., extended metaphor, simile, personification, hyperbole, pun, alliteration)
RS18	Understand use of literary devices (e.g., irony, satire, allegory, onomatopoeia)
RS19	Analyze and synthesize pieces of literature with regard to plot, dialogue, theme, setting, and characterization

Subunit: Reading—Meaning Construction
Competencies:

RM1	Demonstrate ability to recognize appropriate pre-reading strategies
RM2	Describe effectiveness of a reading selection
RM3	Read to clarify personal thinking and knowledge
RM4	Support interpretation of text by locating and citing specific information
RM5	Develop personal response to a variety of literary works
RM6	Recognize diverse literary interpretations
RM7	Engage in self-selected reading activities
RM8	Confirm and extend meaning in reading by researching new concepts and facts
RM9	Self-monitor and apply corrective strategies when communication has been interrupted or lost
RM10	Use features of literary genres to extend meaning
RM11	Assess effectiveness of a selection read
RM12	Use reading as a possible problem-solving strategy to clarify personal thinking and knowledge
RM13	Use knowledge of semantic elements (e.g., figurative language, denotation, connotation, dialect) to clarify meaning when reading
RM14	Predict, recognize, interpret, and analyze themes based on familiarity with author's work
RM15	Compare and contrast literary genres
RM16	Assess validity and quality of selection read
RM17	Clarify meaning when reading
RM18	Compare personal reaction to critical assessment of a literary selection
RM19	Assess validity of diverse literary interpretations
RM20	Use reference books to find, evaluate, and synthesize information
RM21	Identify tone of a literary work
RM22	Critique validity of diverse literary interpretations
RM23	Integrate personal reaction to and critical assessment of a literary selection

Subunit: Reading—Application
Competencies:

RA1 Select and read material for personal enjoyment and information
RA2 Read a variety of complete, unabridged works
RA3 Employ various reading strategies according to purpose
RA4 Participate in selection of books, materials, and topics for literature study groups
RA5 Develop and apply knowledge of the interrelationship of concepts
RA6 Read selections from a variety of styles and formats, recognizing that style and format influence meaning
RA7 Extend value of reading, writing, speaking, viewing, and listening by pursuing, through reading, new concepts and interests developed as a result of these activities
RA8 Read extensively from a particular author's work and explain elements of author's style

Subunit: Reading—Multidisciplinary
Competencies:

RM1 Connect themes and ideas across disciplines through literature
RM2 Read to facilitate learning across curriculum
RM3 Read to develop awareness of human rights and freedom
RM4 Participate actively in a community of learners
RM5 Recognize and explain interaction between literature and various cultural domains (e.g., social technological, political, economic)
RM6 Explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures by men and women of many racial, ethnic, and cultural groups
RM7 Value thinking and language of others
RM8 Relate literature to historical period about which or in which it was written
RM9 Read to facilitate content learning

Subunit: Writing—Structure
Competencies:

WS1	Develop and expand a repertoire of organizational strategies (e.g., narration, comparison/contrast, and description) through a practice and discussion
WS2	Clarify word choice according to audience, topic, and purpose
WS3	Locate and correct errors in usage, spelling, and mechanics using a variety of resources
WS4	Recognize information gained from primary and secondary sources
WS5	Develop writing which contains ordered, related, well-developed paragraphs with sentences of varied lengths and patterns
WS6	Use information from a variety of sources to develop an integrated piece of writing
WS7	Evaluate and revise writing to focus on such things as audience, tone, and purpose
WS8	Recognize differences between documentation and reference list styles
WS9	Develop extended pieces of writing which contain ordered, related, well-developed paragraphs with sentences of varied lengths and patterns
WS10	Select from a repertoire of organization strategies a pattern appropriate to a topic
WS11	Synthesize information from a variety of sources
WS12	Refine word choice and tone according to audience, situation, and purpose
WS13	Appropriately cite information gained from primary and secondary sources
WS14	Use style manuals or software to prepare documentation and reference lists
WS15	Develop effectively organized pieces of expository writing containing strong voice, clear thesis, and well-developed ideas
WS16	Identify organization patterns appropriate to writing topic
WS17	Respond to others' suggested revisions to a writing piece

Subunit: Writing—Meaning Construction
Competencies:

WM1	Demonstrate knowledge of the recursive nature of the writing process by applying it appropriately to various topics, situations, and audiences
WM2	Develop criteria for writing evaluation using scoring guides and peer/teacher assistance to clarify meaning
WM3	Respond to others' suggested revisions to a piece of writing
WM4	Use word processing, graphics, and publishing aids to construct meaning in writing
WM5	Engage in self-initiated writing activities
WM6	Incorporate personal criteria with generally accepted standards for writing evaluation
WM7	Evaluate, analyze, and synthesize information for writing
WM8	Evaluate own writing using personal and established scoring criteria
WM9	Assess personal/peer revisions to a writing piece
WM10	Recognize and refine personal writing styles

Subunit: Writing—Application
Competencies:

WA1	Apply appropriate writing techniques suitable for varied writing tasks
WA2	Use sentence-combining techniques to improve syntactic fluency and maturity
WA3	Write in response to prompted and self-selected topics in practical, persuasive, descriptive, narrative, and expository domains
WA4	Develop personal voice in writing
WA5	Consider audience and purpose for writing
WA6	Develop criteria for selection and potential development of topic
WA7	Write in a journal or learning log to clarify personal thinking and knowledge
WA8	Apply an expanding vocabulary gained through writing
WA9	Make judicious use of reference sources (e.g., dictionary, thesaurus, on-lien data base, encyclopedia)
WA10	Demonstrate, an appreciation for aesthetically pleasing language through word choice and style
WA11	Apply revising and editing strategies needed for writing task
WA12	Vary sentence lengths and patterns
WA13	Refine personal voice in writing
WA14	Vary styles and formats for intended purpose and audience
WA15	Apply criteria for selection and development of topic
WA16	Participate in peer review of writing in progress
WA17	Use transitions between sentences, ideas, and paragraphs in writing
WA18	Revise and edit papers extensively in preparation for presentation/publication
WA19	Develop a variety of genres
WA20	Focus writing and tone on such elements as audience, situation, and purpose
WA21	Develop topic fully and appropriately
WA22	Use writing process to clarify personal thinking and knowledge
WA23	Apply appropriate recursive writing process as suggested by writing task and writer's process
WA24	Develop an extended piece of writing
WA25	Revise writing and tone to assure focus on such elements as audience, situation, and purpose
WA26	Use writing process to write reflectively

Subunit: Writing—Multidisciplinary
Competencies:

WM1 Use writing process for learning across curriculum
WM2 Use writing process to demonstrate knowledge of need for human rights and freedom
WM3 Value and apply collaborative skills in writing process
WM4 Write in response to reading, speaking, viewing, and listening
WM5 Use multidisciplinary resources in writing projects
WM6 Use writing process to facilitate learning across curriculum
WM7 Recognize value of and engage in collaboration in writing process
WM8 Use communication processes to develop a published writing piece in collaboration with others
WM9 Record experiences and observations related to content learning
WM10 Apply collaborative skills in writing process
WM11 Write collaboratively with peers
WM12 Use cross-disciplinary resources in writing projects

Subunit: Listening/Visual Literacy—Structure
Competencies:

LS1 Listen to and view a wide variety of genres
LS2 Become aware of an author's style through listening and viewing a variety of works
LS3 Recognize correct and appropriate grammar, diction, and syntax
LS4 Expand vocabulary through listening to and viewing varied media
LS5 Recognize beauty of language
LS6 Enhance recognition of an author's style through listening and viewing a variety of works
LS7 Recognize use and misuse of language in media
LS8 Refine knowledge of style through listening and viewing multiple works by the same author
LS9 Expand and refine grammar, diction, and syntax through listening
LS10 Compare authors' styles through viewing and listening to their works
LS11 Expand knowledge of complex grammar, diction, and syntax issues

Subunit: Listening/Visual Literacy—Meaning Construction
Competencies:

LM1 Develop critical thinking skills necessary to evaluate media and assess oral presentations
LM2 Compare new oral texts to past experiences and knowledge in order to enhance comprehension
LM3 Recognize how rhythmic patterns, silence, and cadences enhance quality of speech and literature
LM4 Focus listening and viewing on themes and/or plots
LM5 Gather information from listening and viewing experiences to enhance research
LM6 Use critical thinking skills to evaluate media and oral presentations
LM7 Use prior knowledge and experiences to facilitate comprehension of new oral texts
LM8 Identify rhythmic and time patterns in speech and literature
LM9 Identify and analyze themes and/or plots when listening and viewing
LM10 Use information gathered from listening and viewing experiences to expand research
LM11 Enhance use of critical thinking skills to evaluate media and oral presentations
LM12 Consider prior knowledge and experiences when attempting to understand the meaning of new texts
LM13 Appreciate rhythmic and time patterns of speech and literature
LM14 Select viewing and listening materials to support written text
LM15 Evaluate media and oral presentations analytically and critically
LM16 Organize prior knowledge and experiences to comprehend new texts
LM17 Organize and use viewing and listening materials to support written text

Subunit: Listening/Visual Literacy—Application
Competencies:

LA1 Listen attentively during oral reading
LA2 Use media as stimuli for learning and thinking
LA3 Develop knowledge of structure through art, music, and literature
LA4 Use electronic media to enhance and highlight language learning
LA5 Listen and view for entertainment and enjoyment
LA6 Use technology and other media as means of expressing ideas

Subunit: Listening/Visual Literacy—Multidisciplinary
Competencies:

LM1 Facilitate learning across curriculum through critical listening and viewing
LM2 Engage in individual, small-group, and whole-group listening and viewing activities
LM3 Develop language arts (e.g., viewing, listening) projects collaboratively
LM4 Investigate language and cultural differences through listening and viewing activities
LM5 Participate in a community of learners through productive listening

Subunit: Oral Communication—Structure
Competencies:

OS1 Refine oral communication skills
OS2 Demonstrate knowledge of grammar, usage, and syntax when presenting
OS3 Select topics and vocabulary suitable to audience
OS4 Organize notes and ideas for speaking
OS5 Use language imaginatively
OS6 Modulate voice to meaning when interpreting literature orally
OS7 Organize notes and ideas for formal, semiformal and informal presentations of information
OS8 Refine speaking techniques for formal, semiformal, and informal settings
OS9 Develop repertoire of organizational strategies for presenting information orally
OS10 Expand vocabulary to fit topic
OS11 Select topics suitable to audience, situation, and purpose
OS12 Select appropriate strategies when organizing notes and ideas for speaking

Subunit: Oral Communications—Meaning Construction
Competencies:

OM1 Make connections between prior knowledge and new information for oral presentations
OM2 Participate in informal speaking activities
OM3 Use interviewing techniques to gather information
OM4 Communicate orally to entertain and to inform
OM5 Participate in group communication activities
OM6 Take and organize notes when preparing speech/presentation
OM7 Interpret texts orally to illustrate meaning
OM8 Respond to needs of various audiences
OM9 Gather and assess information for speaking
OM10 Communicate orally to inform and persuade
OM11 Prepare and deliver formal speech/presentation
OM12 Participate in a variety of oral interpretations
OM13 Assess needs of audience and adjust language and presentation according to their knowledge
OM14 Analyze and synthesize information for speaking
OM15 Describe effectiveness of literary selection
OM16 Describe topic or idea in order to clarify personal/audience thinking
OM17 Analyze and synthesize information gathered from a variety of sources for speaking
OM18 Describe validity and/or quality of a literary selection and justify selection
OM19 Interpret orally a variety of literature
OM20 Describe topic or idea to clarify meaning for others

Subunit: Oral Communication—Application
Competencies:

OA1 Become proficient at using interviewing techniques
OA2 Give an oral interpretation for a specific audience
OA3 Develop and apply oral communication skills for cooperative/collaborative learning
OA4 Use oral communication for a variety of purposes and audiences (e.g., negotiations, book reviews, rationales)
OA5 Develop and apply decision-making strategies
OA6 Practice interviewing techniques
OA7 Apply interviewing techniques to purposeful interviews
OA8 Focus oral interpretation on a specific audience

Subunit: Oral Communications—Multidisciplinary
Competencies:

OM1 Value thinking and language of others
OM2 Develop oral projects collaboratively
OM3 Be involved in individual, small-group, and whole-group language activities
OM4 Participate actively in a community of learners
OM5 Investigate language and cultural differences through oral language activities

Unit: Mathematics Literacy

NOTE: This content was extracted from the 9-12 cluster of Ohio's Model Mathematics Program. Due to statewide initiatives other than Tech Prep, this literacy unit was not altered to meet competency-based criteria. Each literacy unit forms a critical link between academic teachers and members of business, industry, and labor. [See "The TCP Process" for more information.]

Subunit: Numbers and Number Relations
Competencies:

NR1	Compare, order, and determine equivalence of real numbers
NR2	Estimate answers, compute, and solve problems involving real numbers
NR3	Compare and contrast real number system, rational number system, and whole number system
NR4	Extend knowledge to complex number system and develop facility with its operation

Subunit: Measurement
Competencies:

M1	Estimate and use measurements
M2	Understand need for measurement and probability that any measurement is accurate to some designated specification
M3	Understand and apply measurements related to power and work
M4	Understand and apply measurement concepts of distance-rate-time problems and acceleration problems
M5	Use real experiments to investigate elasticity, heat, sound, electricity, magnetism, light, acceleration, velocity, energy, and gravity
M6	Use real-world problem situations involving mass and weight
M7	Use real-world problem situations involving simple harmonic motion
M8	Establish ratios with and without common units
M9	Construct and interpret maps, tables, charts, and graphs as they relate to real-world mathematics
M10	Understand and solve rate-change problems
M11	Understand and solve right triangle relationships as they relate to measurement, specifically to Pythagorean theorem
M12	Graph and interpret ordered pairs
M13	Compute total sales from a variety of items
M14	Comprehend and compute rates of growth or decay
M15	Comprehend, compute, and interpret real problems involving annuities

Subunit: Measurement (continued)
Competencies:

M16 Develop an ability to identify real problems and provide possible solutions
M17 Express and apply different types of measurement scales
M18 Identify area and volume

Subunit: Estimation and Mental Computation
Competencies:

E1 Use estimation to eliminate choices in multiple-choice tests
E2 Use estimation to determine reasonableness of problem situations in a wide variety of applications
E3 Estimate shape of graphs of various functions and algebraic expressions
E4 Use mental computation when computer and calculator are inappropriate

Subunit: Data Analysis and Probability
Competencies:

D1 Organize data into tables, charts, and graphs
D2 Understand and apply measures of central tendency, variability, and correlation
D3 Use curve fitting to predict from data
D4 Use experimental or theoretical probability, as appropriate, to represent and solve problems involving uncertainty
D5 Use computer simulations and random number generators to estimate probabilities
D6 Test hypotheses using appropriate statistics
D7 Read, interpret, and use tables, charts, and graphs to identify patterns, note trends, draw conclusions, and make predictions
D8 Identify probabilities of events involving unbiased objects
D9 Use sampling and recognize its role in statistical claims
D10 Design a statistical experiment to study problem, conduct experiment, and interpret and communicate outcomes
D11 Describe normal curve in general terms and use its properties
D12 Create and interpret discrete probability distributions
D13 Understand concept of random variable
D14 Apply concept of random variable to generate and interpret probability distributions, including binomial, uniform, and chi square

Subunit: Algebra
Competencies:

A1	Describe problem situations by using and relating numerical, symbolic, and graphical representations
A2	Use language and notation of functions in symbolic and graphing settings
A3	Recognize and use equivalent zeros of a function, roots and the solution of an equation in terms of graphical and symbolic representations
A4	Describe and use logic of equivalence in working with equations, inequalities, and functions
A5	Develop graphical techniques of solution for problem situations involving functions
A6	Explore and describe characterizing features of functions
A7	Make arguments and proofs in algebraic settings
A8	Factor difference of two squares
A9	Identify slope, midpoint, and distance
A10	Explore and combine rational functions
A11	Explore factoring techniques
A12	Solve quadratic equations by factoring and formula
A13	Set up and solve linear equations
A14	Solve systems of linear equations with two variables
A15	Describe geometric situations and phenomena using variables, equations, and functions
A16	Describe measures of central tendency, mean, median, mode, and variance algebraically and graphically
A17	Represent inequalities on number line and in coordinate plane
A18	Use coordinate arguments in making geometric proofs
A19	Symbolize transformations of figures and graphs
A20	Explore geometric basis for functions of trigonometry
A21	Graph linear functions
A22	Develop and use vectors to represent direction and magnitude including operations
A23	Use polar and parametric equations to describe, graph, and solve problem situations
A24	Represent sequences and series as functions both algebraically and graphically
A25	Explore recursive functions and procedures using spreadsheets, other computer utilities, and appropriate notions
A26	Describe and solve algebraic situations with matrices
A27	Describe and use inverse relationship between functions including exponential and logarithmic

Subunit: Algebra (continued)
Competencies:

A28	Analyze and describe errors and error sources that can be made when using computers and calculators to solve problems
A29	Decide whether problem situation is best solved using computer, calculator, paper and pencil, or mental arithmetic/estimation techniques
A30	Explore relationships between complex numbers and vectors
A31	Make arguments concerning limits, convergence and divergence in context involving sequences, series, and other types of functions
A32	Represent transformations in plane with matrices
A33	Contrast and compare algebra's of rational, real, and complex numbers with characteristics of a matrix algebra system
A34	Construct polynomial approximations of a function over specified intervals of convergence
A35	Examine complex numbers as zeros of functions
A36	Translate verbal statements into symbolic language
A37	Simplify algebraic expressions
A38	Use laws and exponents (including scientific notation)
A39	Expand and extend idea of vectors and linear algebra to higher dimensional situations
A40	Use the idea of independent basis elements for a vector space and associated fundamental concepts of finite dimensional linear algebra
A41	Develop and communicate arguments about limit situations
A42	Use matrices to describe and apply transformations
A43	Develop and use polar and parametric equations to represent problem situations
A44	Explore proofs by mathematical induction

Subunit: Geometry
Competencies:

G1	Create and interpret drawings of three-dimensional objects
G2	Represent problem situations with geometric models and apply properties of figures
G3	Apply Pythagorean theorem
G4	Demonstrate knowledge of angles and parallel and perpendicular lines
G5	Explore inductive and deductive reasoning through applications to various subject areas
G6	Translate between synthetic and coordinate representations
G7	Identify congruent and similar figures using transformation with computer programs
G8	Deduce properties of figures using transformations and coordinates
G9	Use deductive reasoning
G10	Explore compass and straightedge constructions in context of geometric theorems
G11	Demonstrate knowledge of and ability to use proof
G12	Use variety of proof techniques (e.g., synthetic, transformational, and coordinate)
G13	Use variety of proof formats, including T-proof (i.e., two-column) and paragraph proof
G14	Explore different proof strategies
G15	Investigate different proofs of theorems
G16	Develop knowledge of an axiomatic system
G17	Apply transformations and coordinates in problem solving
G18	Represent problem situations with geometric models and apply properties of figures
G19	Deduce properties of figures using vectors
G20	Analyze properties of Euclidean transformations and relate translations to vectors
G21	Apply vectors in problem solving
G22	Develop further knowledge of axiomatic systems by investigating and comparing various geometry's

Subunit: Patterns, Relations, and Functions
Competencies:

P1	Model real-world phenomena with polynomial and exponential functions
P2	Explore relationship between zeros and intercepts of functions
P3	Translate among tables, algebraic expressions, and graphs of functions
P4	Use graphing calculator or computer to generate graph of a function
P5	Explore relationship between a linear function and its inverse
P6	Describe and use characteristics of polynomial functions in problem-solving situations
P7	Explore conic sections and graph using graphing calculator or computer
P8	Apply trigonometric functions to problem situations involving triangles
P9	Discover relationships between algebraic description, kind, and properties of conic
P10	Explore periodic real-world phenomena using sine and cosine functions
P11	Analyze effects of parameter changes on graphs
P12	Use graphing calculator or computer to graph functions
P13	Develop an knowledge of rational and transcendental functions
P14	Understand connections between trigonometric and circular functions
P15	Use circular functions to model periodic real-world functions
P16	Solve trigonometric equations and verify trigonometric identities
P17	Understand connections between trigonometric, exponential, and logarithmic functions and polar coordinates, complex numbers, and series
P18	Model real-world phenomena with a variety of functions
P19	Graph using polar coordinates
P20	Explore graphs in three dimensions
P21	Explore functions of several variables
P22	Explore recursive functions using spreadsheets and/or programming languages

Unit: Science Literacy

NOTE: This content was extracted from the 9-12 cluster of Ohio's Draft Model Science Program. Due to statewide initiatives other than Tech Prep, this literacy unit was not altered to meet competency-based criteria. Each literacy unit forms a critical link between academic teachers and members of business, industry, and labor. [See "The TCP Process" for more information.]

Subunit: Scientific Inquiry
Competencies:

Q1	Check the appropriateness and accuracy of measures and computations using various strategies (e.g., estimations, unit analysis, determination of significant figures)
Q2	Use ratios, proportions, and probabilities in appropriate problem situations
Q3	Translate information from and represent information in various forms with equal ease (e.g., tables, charts, graphs, diagrams, geometric figures)
Q4	Use existing algebraic formulas and create new ones in appropriate problem-solving situations
Q5	Estimate and justify probabilities of outcomes of familiar situations based on experimentation and other strategies
Q6	Invent apparatus and mechanical tools needed to perform unique tasks in various situations
Q7	Identify, compare, and contrast different modes of inquiry, habits of mind, and attitudes and dispositions
Q8	Design investigations that are safe and ethical (i.e., obtain consent and inform others of potential outcomes, risks and benefits, and show evidence of concern for human health and safety, concern for non-human species)
Q9	Make and read scale drawings, maps, models, and other representations to aid planning and understanding
Q10	Seek elaboration and justification of data and ideas, and reflect on alternative interpretations of the information
Q11	Use appropriate units for counts and measures
Q12	Create and use databases (electronic and other) to collect, organize, and verify data and observations
Q13	Design and conduct investigations with multiple variables
Q14	Communicate the results of investigations clearly in a variety of situations

Subunit: Scientific Inquiry (continued)
Competencies:

Q15 Examine relationships in nature, offer alternative explanations for the observations, and collect evidence that can be used to help judge among explanations

Q16 Trace the development (e.g., history, controversy, and ramifications) of various theories, focusing on supporting evidence and modification with new evidence

Q17 Select, invent, and use tools, including analog and digital instruments, to make and record direct measurements

Q18 Observe and document events and characteristics of complex systems

Q19 Explain the influence of perspective (e.g., spatial, temporal, and social) on observation and subsequent interpretations

Q20 Create multiple representations of the same data using a variety of symbols, descriptive languages, mathematical concepts, and graphic techniques

Q21 Generate testable hypotheses for observations of complex systems and interactions

Q22 Document potentially hazardous conditions and associated risks in selected homes and public areas

Q23 Participate in public debates, relying on documented and verified data to construct and represent a position on scientific issues

Q24 Construct and test models of physical, biological, social, and geological systems

Q25 Read, verify, debate, and, where necessary, refute research published in popular or technical journals of science (e.g., *Discover*, *Omni*, *Popular Mechanics*)

Q26 Explore discrepant events and develop and test explanations of what was observed

Q27 Conduct theory-based research using surveys, observational instruments, and other methods

Q28 Modify personal opinions, interpretations, explanations, and conclusions based on new information

Q29 Analyze error and develop explanations in various domains

Q30 Formulate taxonomic schemes based upon multivariate models that help to explain similarities and differences in form, distribution, behavior, survival, and origin of objects and organisms

Q31 Demonstrate various logical connections between related concepts (e.g., entropy, conservation of energy)

Q32 Account for discrepancies between theories and observations

Q33 Analyze the changes within a system when inputs, outputs, and interactions are altered

Subunit: Scientific Inquiry (continued)
Competencies:

Q34 Create, standardize, and document procedures

Q35 Determine the sources of significant disparities between the predicted and recorded results and change research procedures to minimize disparities

Q36 Research, locate, and propose applications for abstract patterns (e.g., fractals, Fibonacci sequences, string theory, orbitals)

Q37 Recognize and utilize classification systems for particles, elements, compounds, phenomena, organisms, and others for exploring and predicting properties and behaviors

Q38 Suggest and defend alternative experimental designs and data explanations (e.g., sampling, controls, safeguards)

Q39 Recognize and communicate differences between questions that can be investigated in a scientific way and those that rely on other ways of knowing

Q40 Draw conclusions based on the relationships among data analysis, experimental design, and possible models and theories

Q41 Suggest new questions as a result of reflection on and discussions about their own scientific investigations

Q42 Investigate, assess, and comment on strengths and weakness of the descriptive and predictive powers of science

Q43 Create new information from representations of data in a variety of forms (e.g., symbols, descriptive languages, graphic formats) utilizing a variety of techniques (e.g., interpolations, extrapolations, linear regressions, central tendencies, correlation's)

Subunit: Scientific Knowledge
Competencies:

K1 Investigate various types of dynamic equilibrium (e.g., biological, geological, mechanical, chemical)

K2 Investigate the relationship between the rates of energy exchange and the relative energy level of components with systems (e.g., tropic levels of ecosystems, osmosis, rate of heating and cooling, storms)

K3 Investigate patterns in the natural world (e.g., heredity, crystalline structures, population and resource distributions, diffraction, dispersion, polarization)

K4 Investigate models and theories that help to explain the interactions of components in systems (e.g., conservation of mass, energy, and momentum; food webs; natural selection; entropy; plate tectonics; chaos; relativity; social-psychology)

K5 Investigate degrees of kinship among organisms and groups of organisms

K6 Investigate the limits of the definition of life, and investigate organisms and physical systems that exist at or near these limits (e.g. viruses, quarks, black holes)

K7 Investigate estimates and measurements of a wide range of distances and rates of change

K8 Investigate the historical development of theories of change over time (e.g., natural selection, continental drift, the big bang, geologic change)

K9 Investigate physical and chemical changes in living and non-living systems (e.g., photosynthesis, weathering processes, glaciation, thermal effects of materials, energy cells)

K10 Investigate simulations of nuclear change (e.g., radioactivity, half life, carbon dating)

K11 Investigate conservation principles associated with physical, chemical, and nuclear changes

K12 Formulate descriptions of the impacts of various forms of mechanical and electromagnetic waves on various organisms on each other over time

K13 Formulate models and hypotheses for patterns in the natural world (e.g., earth structures, transportation systems, migrations, communications, constellations)

K14 Formulate explanations for the influences of objects and organisms on each other over time

K15 Formulate and interpret explanations for change phenomena (e.g., mass extinction's, stellar evolution, punctuated equilibrium, molecular synthesis)

Subunit: Scientific Knowledge (continued)
Competencies:

K16 Formulate and interpret explanations for the magnitudes of diversity at different periods of geologic time (e.g., mutation, global cataclysms, continental drift, competition, mass extinction's)

K17 Formulate interpretations of the structure, function, and diversity in a variety of organisms and physical systems (e.g., DNA and RNA variants, nucleons, interaction particles)

K18 Formulate understandings of geologic time (e.g., millennia, periods, epochs)

K19 Formulate an understanding of the historical development of the model of the universe

K20 Formulate explanations and representations of the production, transmission, and conservation of energy in biological and physical systems (e.g., weather, volcanism, earthquakes, electricity, magnetism, cellular respiration)

K21 Formulate models and hypotheses about patterns in the natural world (e.g., social behavior, molecular structure, energy transformation, entropy, randomness, aging, chaos, hormonal cycles)

K22 Formulate interpretations of the relationship between energy exchange and the interfaces between components within systems

K23a Formulate estimations for the range of energies within and between various phenomena (e.g., thermal, electromagnetic, thermonuclear, chemical, electrical)

K23b Formulate explanations for the historical development of descriptions of motions interactions and transformations of matter and energy (e.g., classical Newtonian mechanics, special and general relativity, chaos)

K24 Formulate models that can be used to describe fundamental molecular interactions in living and non-living systems (e.g., cell membranes, semiconductors).

K25 Formulate an understanding of the degree of relationship among organisms and objects based on molecular structure (e.g., proteins, nucleic acids)

K26 Formulate hypotheses and models that may account for observable events (e.g., electricity and magnetism, gravitation, atoms, bonding, chemical reactions, quantum effects, energy flow on biological systems, predator-prey relationships)

K27 Formulate models and hypotheses about change over time (e.g., natural selection, speciation, punctuated equilibrium, phyleytic gradualism, stellar evolution, plate tectonics, radioactive decay, quantum mechanical theory)

Subunit: Scientific Knowledge (continued)
Competencies:

K28 Formulate lists of limitations and propose refinements of standard classification systems (e.g., periodic table, IUPAC, Linnean, standard model)

K29 Formulate specific cases of limitations and possible exceptions of theories and principles regarding the interactions of moving objects and organisms (e.g., fluid flow in vessels, motion near the speed of light, Heisenberg uncertainty principle, meteorological prediction, local variation and diversity, predicting earthquakes, energy transport in cellular respiration)

K30 Formulate plans and contingencies that can be used to accommodate for changes to and stresses on systems (e.g., wildlife and habitat management, corrosion prevention, noise abatement, structure design)

K31 Formulate models of molecular, atomic, ionic, and subatomic structures and the physical and biological implications of these structures (e.g., genes, nucleons, quarks)

K32 Formulate estimates for a wide range of measurements and scales (e.g., angstroms to light years)

K33 Formulate and interpret representations of time from origin to present accounting for phenomena of scale (e.g., smoothness, punctuation's, chaos)

K34 Formulate interpretations of the historical development of various theories of possible causes of diversity among physical and biological phenomena (e.g., the works of Aristotle, Mendel, Darwin, McClintock)

K35 Formulate models and hypotheses that can be used to explain the interactions of components within technological and ecological systems

Subunit: Conditions for Learning Science
Competencies:

C1	Participate actively in dialogue about and resolution of community issues
C2	Assess information from various countries in the original language or translated form to ascertain the perspectives of many cultures
C3	Analyze the scientific ideas presented in science fiction stories and films
C4	Perform and repeat investigations to verify data, determine regularity, and reduce the impact of experimental error
C5	Present the results of investigations in a variety of forums
C6	Contribute to the decisions regarding topics for investigation
C7	Use various creative means to communicate interpretations of scientific ideas, concepts, phenomena, and events
C8	Consider the scientific thinking and language of others
C9	Individually and collaboratively produce clearly written representations of investigative results
C10	Fulfill responsibilities as part of a research group
C11	Select and utilize resources by various criteria (e.g., efficiency, effectiveness, health, safety) that are appropriate to the investigations being conducted by groups
C12	Present persuasive argument based on the scientific aspects of controversial issues
C13	Collect, store, retrieve, and manipulate information with available t technologies alleges that may range from hand processes up through computer applications
C14	Investigate social issues with a scientific perspective (e.g., human rights, wellness, economics, futurism, environmental ethics)
C15	Keep journals of observations and inferences made over an extended period of time and reflecting upon the impact of these recorded ideas on their thinking and actions
C16	Examine the intellect, perspectives, and ethics of notable scientists
C17	Collect and analyze observations made over extended periods of time and compare these to scientific theories
C18	Create presentations of scientific understandings using diverse modes of expressions
C19	Conduct formal scientific debates in the classroom
C20	Wonder about the likelihood of events that may occur by chance or coincidence
C21	Plan and conduct field trips and experiences for small and large groups
C22	Analyze the historical context which leads to and has lead to scientific t theories

Subunit: Conditions for Learning Science (continued)
Competencies:

C23 Seek information on topics of personal scientific interest from a variety of sources
C24 Conduct learner-developed investigations independently and collaboratively over periods of week and months
C25 Listen attentively and critically to presentations of scientific information made by others
C26 Conduct analyses of propaganda related to scientific issues
C27 Perform investigations that require observations over varying periods of time
C28 Experience scientific concepts as interpreted by other cultures through multimedia and local and global specialists
C29 Access appropriate technology to perform complicated, time-consuming tasks
C30 Relate historical accounts of science to the cultural context in which they were written
C31 Work as a contributing member of a collaborative research group
C32 Examine the influences of social and political structures and realities that contribute to inquiry about scientific issues
C33 Use technology (e.g., desktop publishing, teleconferencing, networking) to communicate scientific ideas
C34 Explore and analyze a variety of perspectives on science (e.g., works by men and women of many racial, ethnic, and cultural groups)
C35 Lead groups of learners of various ages in designing, planning, and conducting science activities
C36 Respect the scientific thinking of others and self
C37 Recognize and contrast different epistemologies
C38 Develop possible courses of action in response to scientific issues of local and global concern
C39 Determine the validity of research conclusions in relation to the design, performance, and results
C40 Develop multimedia presentations of group and individual research projects and investigations appropriate for a variety of audiences and forums
C41 Produce interesting and scientifically correct stories and present them using various modes of expression
C42 Reflect on the ideas and content found in their own journal records
C43 Examine ambiguous results and formulate explanations
C44 Recognize and synthesize the contributions to scientific thought of individuals from many cultures

Subunit: Conditions for Learning Science (continued)
Competencies:

C45 Construct models and simulations of the component structures and functions of living and non-living entities
C46 Lead multi-age groups in the examination of and planned resolution for scientific issues
C47 Recognize and choose members of research teams based upon the merit of their ideas and skills
C48 Construct a portfolio of products, documentation, and self-evaluations of his/her own abilities, skills, and experiences
C49 Synthesize scientific information from a variety of sources
C50 Evaluate and prioritize scientific issues based upon risk-benefit analyses
C51 Refining scientific skills from a variety of experiences

Subunit: Applications for Science Learning
Competencies:

A1	Answer student-determined questions by designing databases and drawing inferences from the analyses of the information in these data bases
A2	Make personal behavior decisions by interpreting information that has a scientific basis
A3	Propose courses of action that will validate and demonstrate personal understandings of scientific principles
A4	Guide other learners in their understanding of the interactions of technologies and society at various periods in time
A5	Promote and carry out practices that contribute to a sustainable environment
A6	Study and propose improvements in public services and systems in their community
A7	Choose consumer materials utilizing personal and environmental risk and benefit information
A8	Make inferences and draw conclusions using databases, spreadsheets, and other technologies
A9	Do simple trouble-shooting on common electrical and mechanical s ystems, identifying and eliminating possible causes of malfunctions
A10	Construct devices that perform simple, repetitive actions
A11	Investigate the functionality of various geometric shapes in the natural world and the designed world (e.g., translations from spherical to plane representations cause distortions, triangular shapes contribute to rigidity and stability in structures, round shapes minimize boundary for a given capacity)
A12	Make decisions regarding personal and public health
A13	Evaluate the social and ecological risks and benefits resulting from the use of various consumer products
A14	Analyze the contributions of advances in technology through history to his/her everyday life
A15	Identify and reduce risks and threats to a sustainable environment
A16	Extend the limits of human capabilities using technological enhancements
A17	Use and recognize various propaganda techniques
A18	Solve unique problems using the results of systematic analyses
A19	Choose everyday consumer products that utilize recent innovation and pass appropriate performance criteria
A20	Refine personal career interests through investigations of the diversity of manufacturing, research, service, and invention processes

Subunit: Applications for Science Learning (continued)
Competencies:

A21 Predict and investigate the working of toys and tools while controlling and manipulating variables (e.g., friction, gravity, forces)

A22 Write, follow, modify, and extend instructions (e.g., equations, algorithms, formulas, flow diagrams, illustrations)

A23 Create products, make inferences, and draw conclusions using databases, spreadsheets, and other technologies

A24 Predict various scenarios and propose solutions to community issues using scientific information (e.g., actuarial tables, census data, topographic maps, incidence data, climatic data)

A25 Use scientific evidence to consider options and formulate positions about the health and safety of others and him/herself

A26 Search for, use, create, and store objects and information using various strategies and methods of organization and access

A27 Research and write environmental impact statements of his/her own design

A28 Compare school-based science perspectives with those gained through cutting-edge technological applications

A29 Design management plans for natural and human-altered environments (e.g., woodlots, patios, lots, lawns, farmlands, forests)

A30 Refine personal career interests

A31 Promote public awareness of the interaction of technology with social i issues

A32 Advocate and propose courses of action for local and global scientific issues using global networks

A33 Use appropriate technologies to prepare and present the findings of investigations incorporating tables, graphs, diagrams, and text

A34 Make informed consumer choices by evaluating and prioritizing information, evidence, and strategies

A35 Develop an informed point-of-view that allows for validation or refutation of the scientific statements and claims of advocated before pursuing courses of action (e.g., contributing support, signing petitions, casting votes)

A36 Differentiate between observations and inferences in the exploration of evidence related to personal, scientific, and community issues

A37 Develop and write environmental impact and safety and hygiene management plans

A38 Use technology to collect, analyze, and communicate information (e.g., electronic networks, desktop publishing, remote sensing, graphing calculators, satellite telemetry, and others)

A39 Design, construct, and market inventions

Unit: Technology Literacy

NOTE: Over 500 Ohio business, industry, and labor representatives examined, altered, and then verified the content for this unit during the TCP Process. The original content was extracted from the Report of the Task Force on Technology Competence—Learner Goals for All Minnesotans, published by the Minnesota State Council on Vocational Technical Education. The Technology Literacy unit forms a critical link between all teachers and stresses the importance of technological impact on teaching and learning. [See "The TCP Process" for more information.]

Competencies:

T1 Demonstrate a systems view of technology based on the interdependence of social, political, economic, and ecological systems

T2 Assess the career, family, and personal development implications of technological change

T3 Demonstrate continuous learning via technology

T4 Demonstrate global appreciation for technology's potential effects on cultures, geographic areas, and the environment

T5 Apply historical perspective on technology to the development and use of new technologies

T6 Apply diverse technologies to store, access, process, create, and communicate information needed to solve problems

T7 Apply legal principles and ethical conduct to the use of technology

T8 Demonstrate competency in mathematics, science, social sciences, communication, and computer skills through the analysis, design, and evaluation of technological systems

T9 Analyze the potential of alternative technological systems to solve problems and/or to extend human capabilities

T10 Use a variety of tools, materials, and equipment in solving problems and extending human capabilities

T11 Assess risks and benefits of technological developments from an ecological, economic, social, and political perspective

T12 Value human diversity as part of a team in suggesting, designing, and testing solutions to technological problems

Unit: Employability Skills

Competency: Develop a career plan

Competency Builders:

Identify current interests and aptitudes
Identify common barriers to employment
Describe strategies to overcome employment barriers
Locate resources for finding employment
Research job trends
Identify career options
Identify advantages and disadvantages of career options (in addition to other than monetary)
Identify job requirements
Investigate education/training opportunities
Evaluate personal strengths and weaknesses

Competency: Prepare for employment

Competency Builders:

Identify traditional and non-traditional employment sources
Identify present and future employment opportunities (by geographic location)
Research job opportunities, including non-traditional careers
Compare salary ranges and benefit packages
Compile occupational profile
Identify rights and responsibilities of equal employment opportunity laws
Design resume and cover letter
Target resume
Secure references
Investigate generic and specific employment tests (e.g., civil service exam; drug screening)
Use follow-up techniques to enhance employment potential
Demonstrate legible written communication skills using correct grammar, spelling, punctuation, and concise wording
Describe methods for handling illegal questions on job application forms and during interviews
Write letter of application
Research prospective employer and services performed
Explain critical importance of personal appearance, hygiene, and demeanor
Interpret job description
Demonstrate appropriate interview question and answer techniques
Demonstrate methods for handling difficult interview questions
Evaluate job offers
Write letter of acceptance
Write letter of declination
Demonstrate good listening skills
Ask for the job tactfully
Participate in extracurricular activities (e.g., student government, community projects,)

Competency: Evaluate the importance of self-esteem as an employability skill

Competency Builders:

Identify factors that affect self-esteem
Compare effects of low self-esteem and high self-esteem
Identify strategies to promote positive self-esteem

Competency: Demonstrate job retention skills

Competency Builders:

Identify employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene
Exhibit appropriate work habits and attitude
Demonstrate ability to set priorities
Identify behaviors to establish successful working relationships
Identify alternatives for dealing with harassment, bias, and discrimination based on race, color, national origin, sex, religion, handicap, or age
Identify opportunities for advancement
List reasons for termination
List consequences of being absent frequently from job
List consequences of frequently arriving late for work
Demonstrate interpersonal relations skills (i.e., verbal and written)
Demonstrate negotiation skills
Demonstrate teamwork
Follow chain-of-command
Exhibit appropriate job dedication

Competency: Demonstrate knowledge of work ethic

Competency Builders:

Define work ethic
Identify factors that influence work ethic
Differentiate law and ethics
Describe how personal values are reflected in work ethic
Describe how interactions in the workplace affect personal work ethic
Describe how life changes affect personal work ethic

Competency: Exhibit appropriate work ethic

Competency Builders:

Use time-management techniques
Avoid personal activity during work hours
Attend work as scheduled
Adhere to company and/or governmental policies, procedures, rules, and regulations
Exercise confidentiality
Demonstrate appropriate human relations skills
Adhere to rules of conduct
Accept constructive criticism
Offer constructive criticism
Take pride in work
Resolve conflict
Manage stress
Avoid sexual connotations and harassment
Adjust to changes in the workplace
Demonstrate punctuality
Assume responsibility for personal decisions and actions
Take responsibility for assignments
Follow chain-of-command

Competency: Apply decision-making techniques

Competency Builders:

Identify decision to be made
Identify ownership of decision to be made
Identify possible alternatives and their consequences
Make decisions based on facts, legality, ethics, goals, and/or culture
Apply time factor(s)
Present decision to be implemented
Evaluate decision made
Take responsibility for decision

Competency: Apply problem-solving techniques

Competency Builders:

Identify problem
Select appropriate problem solving tools/techniques
Identify root problem cause(s)
Track root problem cause(s)
Identify possible solutions and their consequences (e.g., long term, short term, crisis)
Use resources to explore possible solutions to problem
Contrast advantages and disadvantages of each solution
Identify appropriate action
Evaluate results
Identify post-preventive action

Competency: Exhibit characteristics for job advancement

Competency Builders:

Display positive attitude
Demonstrate knowledge of position
Perform quality work
Adapt to changing situations and technology
Demonstrate capability/responsibility for different positions
Identify characteristics of effective leaders
Identify opportunities for leadership in work place/community
Demonstrate initiative to affect change in workplace
Participate in continuing education/training program
Responds appropriately to criticism from employer, supervisor, or other employees
Exhibit awareness of corporate culture
Prepare for job setbacks
Exhibit continual growth based on performance evaluation
Set realistic goals

Unit: Professionalism

Competency: Project professional image

Competency Builders:

Define professionalism
Exhibit professional appearance
Exhibit professional manners
Project professional attitude
Identify individuals' vital role in organization
Exhibit proper etiquette in professionally-related situations

Competency: Achieve individual and professional goals

Competency Builders:

Set flexible, realistic, and measurable goals
Identify potential barriers to achieving goals
Identify strategies for addressing barriers to goal achievement
Breakdown long-term goals into short-term goals
Prioritize goals
Commit to goals
Adjust goals
Obtain support for goals
Reward goal achievement

Competency: Manage personal finances

Competency Builders:

Explain need for personal management records
Balance checkbook
Identify tax obligations
Analyze how credit affects financial security
Compare types and methods of investments
Compare types and methods of borrowing
Compare types and methods of insurance
Compare types of retirement options/plans
Identify discriminatory vs. non-discriminatory expenditures

Competency: Support community well-being

Competency Builders:

Identify environmental, educational, and social issues
Participate in social and/or community activities

Competency: Achieve organizational goals

Competency Builders:

Evaluate personal goals in relation to organizational goals
Monitor progress by evaluating feedback
List responsibilities in relation to organization goals
Accomplish assigned tasks
Exercise responsibility in relation to organizational goals
Set appropriate personal performance standards
Communicate goals with supervisor and peers
Demonstrate knowledge of products and services
Promote organizational image and mission

Competency: Demonstrate positive relations in the workplace

Competency Builders:

Identify personality types of self and other
Identify various management styles
Support employer expectations
Support employer decisions
Accept constructive criticism
Give constructive feedback
Adapt to changes in workplace
List factors to consider before resigning
Write letter of resignation

Competency: Manage stressful situations

Competency Builders:

Accept stress as part of daily life
Identify personal and professional factors contributing to stress
Describe physical and emotional responses to stress
Evaluate positive and negative effects of stress on productivity
Identify strategies for reducing stress
Implement strategies to manage stress
Create strategies for developing and maintaining support systems

Competency: Analyze effects of family on work and work on family

Competency Builders:

Identify how family values, goals, and priorities are reflected in work place
Identify responsibilities and rewards associated with paid and non-paid work
Identify responsibilities and rewards associated with families
Explain how family responsibilities can conflict with work
Explain how work can conflict with family responsibilities
Explain how work-related stress can affect families
Explain how family-related stress can affect work
Identify family support systems and resources
Identify work-related support systems and resources
Communicate with family regarding work

Competency: Apply lifelong learning skills

Competency Builders:

Define lifelong learning
Identify factors that cause need for lifelong learning
Analyze effects of change
Identify reasons why goals change
Describe importance of flexibility and adaptability
Evaluate need for continuing education/training

Competency: Manage professional development

Competency Builders:

Identify career opportunities
Modify career plan
Participate in continuing education/training opportunities
Document continuing education/training
Read profession-related manuals, technical journals, and periodicals
Attend meetings, workshops, seminars, conferences, and demonstrations
Participate in professional organizations
Build personal/professional mentor relationship
Build personal/professional support system
Build professional network
Strengthen communication skills
Strengthen leadership skills
Strengthen management skills

Unit: Teamwork

Competency: Demonstrate knowledge of teamwork

Competency Builders:

Define empowerment
Differentiate work groups and teams
Identify conditions essential to teamwork (e.g., brainstorming)
Explain influence of culture (e.g., corporate, community) on teamwork
Identify appropriate situations for using teams
Define team structures (e.g., cross functional, quality improvement, task force, quality circles)
Identify team building concepts
Describe characteristics and dynamics of teams
Identify characteristics of effective team leaders and members
Identify responsibilities of a valuable team member
Identify methods of involving each member of a team
Explain how individuals from various backgrounds contribute to work-related situations (e.g., technical training, cultural heritage)
Explain the purpose of facilitators
Define consensus
Define reward/recognition system

Competency: Demonstrate teamwork

Competency Builders:

Identify purpose of team and intended goal (include time frames)
Structure team around purpose
Define responsibilities of team members
Contribute to efficiency and success of team
Work toward individual and team milestones
Analyze results of team project
Facilitate a team meeting
Assist team member(s) with problem
Monitor time frame
Stress continuous improvement
Accept failure as part of learning

Competency: Use teamwork to solve problems

Competency Builders:

Identify appropriate situations for using teams
Use problem-solving process in a team setting
Identify quality management processes/techniques
Identify quality assurance processes/techniques
Prepare presentation

Competency: Conduct team meetings

Competency Builders:

Plan agenda
Schedule meeting and location
Invite appropriate personnel
Solicit outside speakers as needed
Assign someone to take minutes
Facilitate introductions
Invite questions and comments and group participation
Focus team on agenda items
Assign appropriate action, time frame and accountability to tasks
Monitor time
Close meeting on time
Publish minutes in timely manner
Set ground rules
Avoid placing individual agendas above the group's agenda

Unit: Quality Assurance

Competency: Demonstrate knowledge of quality assurance

Competency Builders:

Explain the historical evolution of quality assurance (e.g., Deming, ISO 9000)
Explain changes brought about by quality leaders in the world
Explain the ISO 9000 process
Define quality terms
Define quality functions
Identify features of quality planning
Describe control devices used in functional areas (e.g., SPC, equipment)
Explain the relationship among organizational structures, policies, procedures, and quality assurance
Explain importance of internal and external customers
Identify internal and external customers
Describe successful efforts by industry to improve quality and/or reduce costs
Differentiate prevention and detection
Differentiate variable and attribute data
Identify types of coontrol charts
Explain how statistical techniques are tools used to control quality (e.g., SPC, DOE, CR)

Competency: Demonstrate knowledge of quality cost implications

Competency Builders:

Identify cost/quality objectives
Classify costs (i.e., direct and indirect, fixed and variable, methods and standards)
Classify quality costs (i.e., prevention, evaluation, pre-delivery failure, post-delivery failure)
Define produce liability
Interpret quality cost reports
Explain consumerism and liability prevention
Define safety terms of product
Identify safety responsibility within organization
Define contracts and torts
Differentiate express and implied warranty
Differentiate warranty and product liability
Explain how warranties are part of contract law
List questions that would need answering in liability claim

Competency: Demonstrate knowledge of engineering a quality product

Competency Builders:

Associate customer satisfaction with product characteristics (e.g., usefulness, price, operation, life, reliability, safety, cost of operation)
Define manufacturability
Identify steps in product design (e.g., brainstorming, thumbnail sketches, rendering)
Define reliability factors (e.g., cost, human, producibility)
Identify ways reliability is achieved (e.g., maintainability, good design, design simplification, design redundancy)
Explain the relationship of maintainability to reliability
Define failure
Explain the role of testing and reliability
Define value engineering
Define quality objectives
Identify cost components as they relate to quality objectives
Classify quality costs (i.e. preventive, evaluation, pre-delivery failures, post delivery failures)
Describe predictive maintenance

Competency: Explain importance of interdepartmental relationships to quality assurance

Competency Builders:

Explain need for everyone's commitment in assuring quality
Explain phrase "Everyone is a customer/supplier"
Define quality improvement team models
Explain the importance of top management's support of quality
Explain project selection
Explain project implementation
Explain project evaluation
Explain continuing improvement
Describe future trend of experiment design
Describe future trend of predictive maintenance

Competency: Manipulate quality cost data

Competency Builders:

Develop quality cost data
Translate cost reports
Graph quality cost data (e.g., pareto)

Competency: Manipulate cost control data

Competency Builders:

Develop cost control data
Analyze cost control reports
Provide cost control data
Provide advice on "Make or Buy" decisions (including economical lot size decisions)

Competency: Use quality control charts

Competency Builders:

Identify operational definitions for attribute criteria
Interpret histogram
Interpret scattergrams
Interpret NP chart
Interpret P chart
Interpret flowchart
Interpret cause-and-effect diagram
Construct P (percentage defective) chart for attributes
Plot control limits of P chart and data points
Check chart for out-of-control conditions
Construct an NP (number defective) chart with control limits and data
Construct C (count of defects) and U (number of defects per unit) charts
Check data on C and U charts
Construct flowchart
Construct cause-and-effect chart

Competency: Interpret $\bar{X}$ and R charts

Competency Builders:

Plot percentages for normal distribution
Test distribution for normality
Explain difference between common cause and special cause
Define an "in-control" process
Explain significance of an out-of-control point on $\bar{X}$ or R chart
Identify patterns and trends on control chart
Identify run up and run down
Test for middle third on control chart
Explain significance of middle third on control chart
Explain Rule of Sevens

Competency: Demonstrate knowledge of precontrol

Competency Builders:

Explain uses of precontrol
Calculate precontrol limits
Explain significance of the limits
Plot values on a precontrol chart
Explain "out-of-control" situation
Make decisions on green, yellow and red conditions

Competency: Demonstrate knowledge of process capability

Competency Builders:

Use X, R, USL, and LSL to determine process capability (upper and lower specification limits)
Calculate estimated process standard deviation
Plot right hand and left hand tail of process variation
Compute Z value for percent of probable defect for process
Calculate C_{PK} values that describe process capability
Describe skewed distributions
List probable causes of skewed distribution

Competency: Demonstrate knowledge of JIT

Competency Builders:

Define just-in-time concept (JIT)
Describe various production methodologies (e.g., standard cycle times, routings, standard quantities, multiple-machine tending)
Describe types of inventory control (e.g., Kanban)
Describe importance of flexibility
Differentiate product layout, process layout, fixed position layout, and cellular layout
Differentiate straight-line, U-shaped, S-shaped, convoluted and comb patterns
Describe advantages/disadvantages of layout and patterns
Explain importance of product protection, identification and storage
List methods of identifying products (e.g., labels, bar codes, radio frequency systems and magnetic strip systems)
Describe manual methods of storage and retrieval
Describe automated storage and retrieval systems (ASRS)
Describe automated guided vehicle moving systems (AGVS)

Competency: Apply JIT

Comptency Builders:

Maintain system for physical handling and movement of material in-process and in-storage
Monitor system of physical handling and movement of material in-process and in-storage
Maintain system for physical handling and movement of finished products
Monitor system of physical handling and movement of finished products
Write requests for deviation from specifications
Implement quality control and inspection standards and procedures
Write engineering change notices and rejection reports
Monitor reports of discrepancy or rejects during production process
Conduct quality tests under different environmental conditions

Competency: Construct $\bar{X}$ and R charts

Competency Builders:

Arrange data into statistical sub-groups
Explain importance of random sampling
Compute $\bar{X}$ (i.e., average of values) and R (i.e., range of values in subgroup) within sample
Plot in $\bar{X}$ and R on chart
Construct control chart with $\bar{\bar{X}}$ (grand average) and R (average range) calculated
Calculate upper and lower control limits for $\bar{X}$-chart
Calculate upper and lower control limits for R-chart

Competency: Conduct process improvement studies

Competency Builders:

Analyze production methods and processes applying statistical process improvement techniques (e.g., SPC, C_{PK})
Identify appropriate statistical techniques for study (e.g., T-tests, F-test, capability, DOEX)
Identify major steps in conducting a study
Define "report" for a study (e.g., goal, objective, study conduct, results, conclusions, discussions)
Integrate results into the total system

Competency: Demonstrate knowledge of JIT

Competency Builders:

Define just-in-time concept (JIT)
Describe various production methodologies (e.g., standard cycle times, routings, standard quantities, multiple-machine tending)
Describe types of inventory control (e.g., Kanban)
Describe importance of flexibility
Differentiate product layout, process layout, fixed position layout, and cellular layout
Differentiate straight-line, U-shaped, S-shaped, convoluted and comb patterns
Describe advantages/disadvantages of layout and patterns
Explain importance of product protection, identification and storage
List methods of identifying products (e.g., labels, bar codes, radio frequency systems and magnetic strip systems)
Describe manual methods of storage and retrieval
Describe automated storage and retrieval systems (ASRS)
Describe automated guided vehicle moving systems (AGVS)

Competency: Apply JIT

Comptency Builders:

Maintain system for physical handling and movement of material in-process and in-storage
Monitor system of physical handling and movement of material in-process and in-storage
Maintain system for physical handling and movement of finished products
Monitor system of physical handling and movement of finished products
Write requests for deviation from specifications
Implement quality control and inspection standards and procedures
Write engineering change notices and rejection reports
Monitor reports of discrepancy or rejects during production process
Conduct quality tests under different environmental conditions

Competency: Demonstrate knowledge of inspection

Competency Builders:

Explain purpose of inspection
Describe scope of inspection
Explain purpose of incoming, ongoing, and final inspections
Explain early detection inspection
Explain how statistical process control (SPC) aids inspection
Define types of nonconformance
Define degrees of nonconformance
Define corrective action
Describe when to 100% inspect
Describe when to sample inspect
Describe methods of testing for material properties (e.g., harness, strength, chemical makeup, flaws, errors in tooling or setup)
Define rework, salvage, and scrap
Describe ethical decisions an inspector may make
Identify purposes of computer-automated inspection
Explain advantages and limitations of automated inspection
Explain disposition of non-conforming material
Explain basic foolproofing concept to build inspection into process (i.e., poka-yoke)
Use checksheets to organize and record inspection results

Competency: Inspect machinery, materials, and products

Competency Builders:

Identify critical material characteristics from specification(s) or drawing(s)
Perform capability studies for machinery and materials acceptance
Identify appropriate acceptance sampling plan
Conduct incoming materials inspection using sampling plan criteria
Identify critical in-process characteristics from specification(s) or drawing(s)
Demonstrate basic metrology skills
Conduct in-process inspection
Identify appropriate inspection reports and follow-up
Gauge R and R (reproducibility and repeatability)
Apply geometric tolerancing
Explain C = O (zero) acceptance plan
Interpret instructions in a control plan

Competency: Demonstrate knowledge of nondestructive testing

Competency Builders:

Describe purpose of nondestructive testing
Identify anomalies
Define defects and discontinuities
Identify factors contributing to defects and discontinuities
Describe ultrasonic testing
Describe advantages and limitations of ultrasonic testing
Describe industrial radiography
Compare use of wet and dry particles in magnetic particle inspection
Explain advantages and limitations of penetrant inspection
Describe microwave testing
Describe holographic inspection
Explain choice of most suitable nondestructive test method
Describe eddy-current testing

Unit: Technical Recording and Reporting

Competency: Demonstrate proficiency in technical recording

Competency Builders:

Describe various documentation procedures
Interpret specifications or drawings
Observe process
Ask open-ended questions
Record process (e.g., flowchart, step-by-step)
Identify parameters
Record accurate, truthful data
Maintain test logs
Compile cumulative reference notebook/record
Measure appropriate parameters
Draft preventive maintenance and calibration procedures

Competency: Demonstrate proficiency in technical reporting

Competency Builders:

Use data books and cross reference/technical manuals
Compose technical memoranda
Identify type of report or format needed
Use appropriate format
Compile relevant data
Design charts and graphs
Analyze data
Draw conclusions
Explain analytical methods used
Outline reports
Write reports
Present reports

Unit: Computer Literacy

Competency: Describe personal computer operations

Competency Builders:

Explain how data is stored in main computer memory
Explain how computer system executes program instruction
Explain computer storage capacity
Explain how data is represented
Describe data storage techniques
Identify types of memory

Competency: Explain information processing cycle

Competency Builders:

Define operating systems (e.g., DOS, OS/2, UNIX, MAC)
Describe computer languages and their use
Describe computer languages and their use
Describe computer languages and their use
Describe difference between data files and program files
Explain PC layout
Explain PC network layout
Explain mini/mainframe network layout
Differentiate hardware and software
Differentiate open from proprietary architecture

Competency: Operate computer hardware

Competency Builders:

Practice proper media handling techniques (e.g., magnetic fields, dust, liquids)
Identify hardware and its use
Use hardware (e.g., mouse, diskettes, drive, modems, touch screen, printers, digitizers, scanners, cables, protection devices)
Keyboard efficiently
Demonstrate basic care of hardware
Explain need for and application of security levels/procedures
Perform basic hardware troubleshooting
Explain hardware addressing techniques

Competency: Use software

Competency Builders:

Define software types and functions
Describe basic disk operations and care
Perform functions necessary to operate software
List advantages and disadvantages of integrated and dedicated software
Operate system software
Operate diagnostic software
Demonstrate basic proficiency in spreadsheet use
Demonstrate basic proficiency in word processing
Demonstrate basic proficiency in database use
Demonstrate basic proficiency in network use
Demonstrate basic proficiency of utility (e.g., WINDOWS, GUI)
Demonstrate basic proficiency in report writing
Demonstrate system commands
Differentiate ethical use/misuse of software
Describe bulletin boards/electronic mail
Apply security levels/procedures while handling sensitive data
Explain data compression techniques
Explain use and deletion of passwords

Unit: Workplace Safety

Competency: Apply general safety precautions

Competency Builders:

Identify local, state, and federal rules and regulations
Identify personal protective wear and equipment
Identify visual controls (e.g., monitors, read outs)
Identify auditory controls
Identify common sense housekeeping
Interpret hazardous materials notices on containers
Use personal protective wear and equipment
Apply workplace safety rules and procedures
Apply personal safety rules and procedures
Apply workplace organization (e.g., housekeeping)
Apply applicable electrical, mechanical, steam, hydraulic and (e.g., pneumatic safety rules and procedures)
Apply fire safety rules and procedures
Apply hazardous wastes rules and procedures
Apply first aid
Locate (MSDS)
Perform lockout and tagout
Recycle scrap metal, chips, shavings, coolants, solvents, trash, and waste materials
Apply common sense housekeeping
Use preventive maintenance checklists

Competency: Demonstrate knowledge of safety and workplace hazards

Competency Builders:

Describe corrective procedures for unsafe conditions
Identify types and potential level of workplace hazards (e.g., physical hazards, fire, chemicals, noise, ionizing radiation, ultraviolet, temperature extremes, ergonomics, biological hazards)
Identify safety materials/equipment (e.g., absorbant socks, oil dry)
Interpret Material Safety Data Sheets (MSDS)
Explain purpose(s) of OSHA and NIOSH
Explain purpose(s) of NEC and NFPA
Identify purpose of emergency evacuation routes, master switch and lockout locations, and safety color coding systems
Identify roles of industrial hygienists, safety professionals, occupational physicians, and occupational nurses
Describe methods of evaluating potential hazards (e.g., visual analysis)
Describe methods of correcting potential hazards
Describe various types of toxicity (e.g., chronic, immediate)
Identify need for reporting accidents
Explain precautions required when using toxic or flammable materials
Define confined space and related requirements
Explain how international directives relate to safety

Competency: Explain purpose of industrial pollution control systems

Competency Builders:

Describe types of air, water, solid waste, and noise pollution
Explain purpose of air pollution control systems
Explain purpose of water pollution control systems
Explain purpose of solid waste pollution control systems
Explain purpose of noise pollution control systems
Explain basic philosophy of "right to know" legislation
Explain purpose(s) of EPA
Identify "costs" of industrial pollution control (i.e., dollars vs. impact to environment)
Describe ethics of environmental issues

Competency: Demonstrate knowledge of ergonomics

Competency Builders:

Define ergonomics
Define risk factor
Define maximum permissible limit (MPL) and action limit (AL) for lifting
Define cumulative trauma disorder (CTD)
Identify susceptibility factors for CTD
Minimize extreme joint movement
Minimize use of excessive muscle force
Minimize repetitive tasks
Minimize mechanical stresses (e.g., sharp edges, heat, cold, hard surfaces, weights, vibration)
Minimize awkward body positions
Explain use of rest pauses
Explain need for mats and footrest for standing jobs
Explain need for appropriate working heights of chairs, stools, workbenches, equipment
Explain need for adequate lighting
Explain use of anthropometric (i.e., centering one's view of everything around man) design

Unit: Hydraulics and Pneumatics

Competency: Describe fluid flow concepts

Competency Builders:

Explain Pascal's Law
Explain Boyle's Law
Explain Bernoulli's Principle
Describe flow velocity
Explain how heat and pressure relate to power and transmission
Describe physical and chemical properties of a fluid
Describe fluids in motion in closed conductors
Describe continuity of mass flow
Identify types of fluids
Identify properties of fluids
Identify English and metric units of measurement for pressure, density, and viscosity

Competency: Describe energy considerations

Competency Builders:

Differentiate work and power
Differentiate potential and kinetic energy
Explain energy conservation concept
Explain hydraulic horsepower
Explain work of compression in compressible fluids

Competency: Describe system losses

Competency Builders:

Differentiate turbulent and laminar flow
Explain friction factor
Explain pressure losses
Identify potential system losses (e.g., leaks, wear, component sizing, heat, dirt)

Competency: Describe hydrostatics

Competency Builders:

Explain pressure, density, and viscosity
Explain buoyancy
Explain equilibrium

Competency: Calculate energy

Competency Builders:

Apply Pascal's Law
Apply Bernoulli's Principle
Apply Boyle's Law
Calculate work and power
Calculate potential and kinetic energy
Calculate hydraulic horsepower
Calculate flow velocity and pressure
Calculate pressure losses
Calculate laminar flow
Calculate pump capacity
Calculate system requirements

Competency: Design basic hydraulic/pneumatic system

Competency Builders:

Use common symbols
Create circuit diagrams (i.e., schematics)
Diagram closed-loop hydraulic system
Diagram an air supply system

Competency: Describe component operation

Competency Builders:

Identify functions and operation of hydraulic components
Identify functions and operation of pneumatic components
Explain application(s) of different materials (e.g., plastic, copper)

Competency: Interpret hydraulic and pneumatic schematics

Competency Builders:

Identify common symbols
Sketch circuit diagrams (i.e., schematics)
Interpret circuit diagrams (i.e. schematics)
Sketch circuit analysis
Diagram an air supply system

Competency: Troubleshoot hydraulic and pneumatic circuits

Competency Builders:

Analyze hydraulic circuits
Troubleshoot hydraulic circuits
Analyze pneumatic circuits
Troubleshoot pneumatic circuits

Competency: Perform pump maintenance and repair

Competency Builders:

Identify types and operating features of pumps
Identify pump capacity and system requirements
Explain packing and seal requirements
Explain operating principles of pumps (e.g., centrifugal, propeller and turbine rotary, metering)
Perform pump maintenance
Disassemble a pump
Reassemble a pump

Competency: Maintain piping and accessories for high and low pressure fluid power systems

Competency Builders:

Identify components of a piping system
Explain maintenance features of both metallic and non-metallic piping systems
Explain types of values and their operation and maintenance
Explain use and maintenance of strainers, filters, and traps in piping systems
Join common fittings
Join metallic pipe
Join plastic pipe
Join copper and steel tubing
Bend copper and steel tubing
Cut copper and steel tubing
Flare tubing

Competency: Maintain hydraulic system components

Competency Builders:

Install a contaminant removal system
Maintain a contaminant removal system
Explain operation and use of heat exchanges
Identify reservoir requirements
Compute hose requirements
Install hydraulic lines
Select control valves and servo-type valves
Install control valves and servo-type valves

Competency: Troubleshoot hydraulic systems

Competency Builders:

Interpret hydraulic schematic
Identify causes of failure modes
Connect electrically controlled valves
Explain hydraulic system troubleshooting techniques
Repair or replace hydraulic valves
Repair or replace hydraulic cylinders
Repair or replace hydraulic pumps and motors
Install hydraulic components

Competency: Describe reciprocating and rotary air compressors

Competency Builders:

Explain relationship of force, weight, mass, and density in pneumatic system
Explain operation of reciprocating compressors
Explain operation of rotary compressors
Explain primary and secondary air treatment (e.g., air dryers, lubricating systems)
Explain operation of compressor valves, cylinders, and motors

Competency: Maintain pneumatic systems

Competency Builders:

Install pneumatic system components
Explain pneumatic system maintenance techniques
Explain pneumatic system troubleshooting procedures
Isolate faults in air compressors
Repair or replace air compressors
Isolate faults in control valves
Repair or replace control valves
Isolate faults in air motors
Repair or replace air motors
Isolate faults in air dryers
Repair or replace air dryers
Maintain proportioning and servo valves

Competency: Troubleshoot pneumatic systems

Competency Builders:

Interpret pneumatic schematic
Diagram an air supply system
Install pneumatic system components
Explain pneumatic system troubleshooting procedures
Troubleshoot air compressors
Troubleshoot pneumatic control valves
Troubleshoot air motors
Troubleshoot air dryers

Competency: Maintain vacuum systems

Competency Builders:

Describe characteristics associated with vacuum systems and sub atmospheric pressure
Describe the principles and operation of vacuum gauges
Demonstrate use of vacuum gauges
Repair or replace vacuum gauges
Describe the principles and operation of vacuum pumps
Demonstrate use of vacuum pumps
Repair or replace vacuum pumps
Describe the principles and operation of vacuum controls
Demonstrate use of vacuum controls
Repair or replace vacuum controls

Unit: Basic Moldmaking

Competency: Explain processes for building molds

Competency Builders:

Describe process of making a mold
Describe machinery used in moldmaking
Describe types of metal castings used for molds
Identify types of components used in the forming process (e.g., gibs, core, cavity, slides, heaters)
Identify surface finishes for molds
Identify types of molding materials (e.g., glass, plastic, rubber, die cast, pressware)
Describe the fitting and assembly process

Competency: Describe the process of extrusion

Competency Builders:

Explain extrusion method
Identify machines and dies used in extrusion
Identify applications for extrusion

Competency: Describe compression molding

Competency Builders:

Explain compression molding method
Identify machines and molds used in compression molding
Identify applications for compression

Competency: Describe injection molding

Competency Builders:

Explain injection molding method
Identify machines and molds used in injection molding
Identify applications for injection molding

Competency: Describe blow molding

Competency Builders:

Explain blow molding method
Identify machines and molds used in blow molding
Identify applications for blow molding

Competency: Describe thermoforming

Competency Builders:

Explain thermoforming method
Identify machines and molds used in thermoforming
Identify applications for thermoforming

Competency: Describe rotational molding

Competency Builders:

Explain rotational molding method
Identify machines and molds used in rotational molding
Identify applications for rotational molding

Competency: Describe calendering method

Competency Builders:

Explain calendering method
Identify machines and molds used in calendering
Identify applications for calendering

Competency: Describe foam processes

Competency Builders:

Explain foam processes method
Identify machines and materials used in foam processing
Identify applications for foam processes

Competency: Describe powder coating

Competency Builders:

Explain powder coating method
Identify machines and materials used in powder coating
Identify applications for powder coating

Unit: Polymer Technology

Competency: Demonstrate knowledge of plastics manufacturing

Competency Builders:

Explain the history of the plastics industry
List the advantages and disadvantages of plastics
Define terminology used in the plastics and rubber industry
Identify types of plastics
Categorize how each type of plastic is produced and used
Identify sources of raw materials
Identify the families and applications of thermoplastics, thermosets, and rubbers
Define polymers
Classify polymers by physical and chemical properties
Classify polymers by reactions
Classify polymers by processing methods
Identify processing methods
Identify various uses of plastics in relation to the environment
Identify types and uses of additives in plastics production
Explain composition of color

Competency: Demonstrate knowledge of rubber manufacturing

Competency Builders:

Explain history of rubber industry
Compare properties of natural rubber with those of synthetic rubber
Explain how natural rubber is manufactured
Explain vulcanization, mastication, and cure systems
Explain use of compounding ingredients (e.g., carbon blacks, accelerators, fillers, antioxidants)
Explain press and autoclave curing
Explain how synthetic rubber is manufactured (e.g., neoprene, butyl, styrene-butadiene)

Competency: Demonstrate knowledge of basic polymer chemistry

Competency Builders:

Plot the development of atomic theory
Explain the Bohr atomic model
Construct models of atoms, molecules, and macromolecules
Explain carbon-carbon bonding
Explain theory of electron probability
Describe the behavior of electrons in various atoms
Identify atoms and characteristics of the families from the periodic chart
Demonstrate knowledge of molecular weight definitions
Describe intermolecular bonds
Describe various types of primary bonds
Use Lewis Dot structures to represent primary bonding
Describe various types of secondary bonds
Identify basic organize nomenclature and characteristics of those families
Explain the structure of polymers
Describe how to make polymers from corresponding monomers
Explain the polymerization of polyethylene, addition and condensation polymers, and blends and alloys
Explain degradation (e.g., heat, light, oxygen)
Describe the characteristics of polymeric materials

Competency: Describe basic polymer processing

Competency Builders:

Explain melt flow and rheology
Explain physical and chemical properties of blends
Explain compatibilizers
Explain reinforcement with filler and fiber additives
Explain reactive polymer processing
Explain recycling for post consumption
Explain morphology

Unit: Polymeric Testing

Competency: Demonstrate knowledge of polymeric testing

Competency Builders:

List reasons to test polymers
Explain purpose of standards
Identify factors affecting test results
Identify principles of conditioning

Competency: Apply instrumental methods of analysis

Competency Builders:

Explain linear regression and its uses
Explain purposes of instrumental analysis
Explain precision and error analysis
Explain atomic absorption
Use spectroscopic methods
Use thermal analysis methods
Use chromatographic methods
Use microscopy
Use non-destructive testing methods (e.g., acoustic, strain gauges)

Competency: Perform analytical testing of polymeric materials

Competency Builders:

Identify plastics by trade name and heat reaction
Analyze products by functional requirements
Describe plastics by appearance
Identify plastics by reaction to solvents
Dissect products
Test amorphous and crystalline plastics
Flame test plastics
Identify the burning rates of plastics
Identify the softening point of plastics
Deformation test plastics
Identify specific gravity determinations
Identify specific gravity using density gradient
Identify specific gravity using Jolly Balance
Calculate particle size
Use Melt Index
Identify ash content of thermosetting plastics
Test to document effects of additives on plastics
Extract plasticziers from polyvinyl chloride

Competency: Test polymeric materials for hardness and impact

Competency Builders:

Identify principles of hardness testing
Perform failure analysis
Use shore A & D Durometers
Test with Clark hardness tester
Define the Law of Conservation of Energy
Use Charpy/Izod Impact tester
Perform permeation testing
Identify principles of falling dart impacting
Use Film Dart Impact tester
Perform creep and creep-rupture testing
Explain use of abrasion and friction testing

Competency: Tensile test polymeric materials

Competency Builders:

Explain polymer stress and strain
Use tensometer
Use rheometer
Identify modules of elasticity
Use tear tester
Test for stiffness and resilience of polymeric materials

Competency: Describe effects of weathering and aging on polymeric materials

Competency Builders:

Explain the purpose of weathering/aging tests
Explain the theory of accelerated testing
Perform water absorption tests
Explain water absorption properties of plastics
Explain thermal expansion of plastics
Compare test results performed under different laboratory conditions

Unit: Polymer Extrusion and Molding

Competency: Describe thermoplastic melting, flow, and solidification

Competency Builders:

Characterize thermal processing
Define softening and melting
Characterize amorphous and crystalline plastics

Competency: Apply extrusion method

Competency Builders:

Explain extrusion method
Identify machines and dies used in extrusion
Conduct extrusion method experiment

Competency: Apply compression molding method

Competency Builders:

Explain compression molding method
Identify machines and molds used in compression molding
Conduct compression molding experiment

Competency: Apply injection molding method

Competency Builders:

Explain injection molding method
Identify machines and molds used in injection molding
Conduct injection molding experiment

Competency: Apply blow molding method

Competency Builders:

Explain blow molding method
Identify machines and molds used in blow molding
Conduct blow molding experiment

Competency: Apply thermoforming method

Competency Builders:

Explain thermoforming method
Identify machines and molds used in thermoforming
Conduct thermoforming experiment

Competency: Apply rotational molding method

Competency Builders:

Explain rotational molding method
Identify machines and molds used in rotational molding
Conduct rotational molding experiment

Competency: Apply calendering method

Competency Builders:

Explain calendering method
Identify machines and molds used in calendering
Conduct calendering experiment

Competency: Apply foam processes method

Competency Builders:

Explain foam processes method
Identify machines and materials used in foam processing
Conduct foam processes experiment

Competency: Apply powder coating method

Competency Builders:

Explain powder coating method
Identify machines and materials used in powder coating
Conduct powder coating experiment